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ABSTRACT

This module is based on the idea that the better the relationship between the counselor and the client, the greater the chances are that the client will have a successful experience in counseling. It is assumed that while this relationship is necessary, it is not sufficient. Those holding this view perceive the counseling process as consisting of three basic and interdependent stages: (1) engagement in the process, (2) commitment to the process, and (3) attitudinal or behavioral change. This module is designed to assist the school counselor in developing the necessary skills to help clients more through these stages in counseling. The module as a whole contains 17 indicators by which the counselor's ability to conduct individual counseling with clients may be gauged. This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of planning, individual counseling, group facilitation, in-service training, consultation, information processing, and legal/ethical concerns. (Author/LEB)

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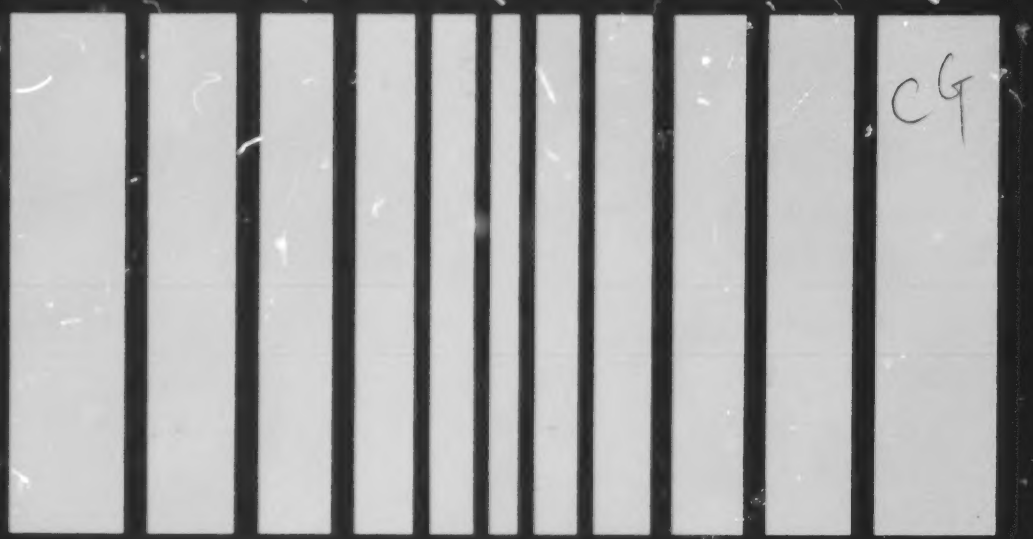
PIONEER CESA

STAFF DEVELOPMENT PROGRAM for SCHOOL COUNSELORS



INDIVIDUAL COUNSELING

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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

INDIVIDUAL COUNSELING

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PIONEER CESA GUIDANCE PROJECT

A STAFF DEVELOPMENT PROGRAM

FOR

SCHOOL COUNSELORS

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Preface

This document is one of seven staff development programs which target performance skills of school counselors. The programs include the competency areas of: Planning, Individual Counseling, Group Facilitation, In-Service Training, Consultation, Information Processing and Legal/ Ethical concerns. While there may be other areas which will be helpful to school counselors, the skills described in this series are felt to be essential.

The staff development programs are one component of a comprehensive student needs based guidance system developed by the Pioneer CESA Guidance Project. The competencies which are addressed in these modules were derived from identified student goals related to guidance. The attainment of the skills described in the programs should facilitate counselors' clients in achieving these goals.

The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. An individual may use the programs in an informal setting or they

may be used in a more structured group of counselors pursuing a formal staff development plan.

The emphasis of each program is on performance; thus an effort has been made to avoid another textbook in the specified area. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided.

Upon completing each of the programs the participant should be able to successfully demonstrate the skills needed to be certified as competent in the performance area. Further, it is the hope of the project staff that the skills acquired through this series of programs will facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors have contact.

William B. Ware
Stanley Bernknopf

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RATIONALE

Counseling is an interpersonal relationship between the counselor and the client. Every major counseling theorist, whether he/she adheres to the humanistic/existential position or whether he/she is at the other extreme of the continuum, the rational/behavioristic position, has written that the heart of the counseling process is the interpersonal relationship between the counselor and the client. There is a growing body of evidence that the better the relationship between the counselor and the client, the greater the chances are that the client will have a successful experience in counseling. While there are a few theorists who argue that the relationship itself is all that is needed in counseling, the predominant view is that while the relationship is necessary, it is not sufficient. Those who hold this necessary, not sufficient view typically perceive the counseling process as consisting of three basic and interdependent stages. Kelman (1963) labeled these three stages as: 1) engagement in the process, 2) commitment to the process, and 3) attitudinal or behavioral change process. The relationship between these three stages and the virtually important interpersonal relationship dimension is

illustrated in Figure 1.

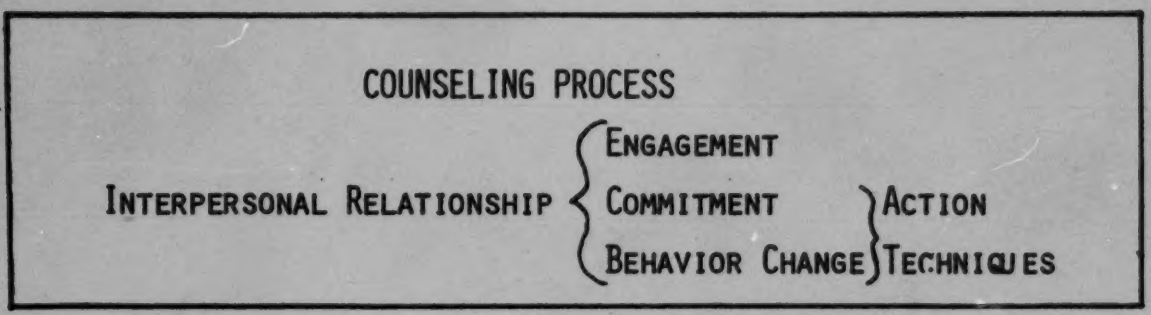

FIGURE 1

The interpersonal relationship, as illustrated in Figure 1, is most crucial in the early stages of counseling, but it is also important in the latter two stages when action-oriented techniques are usually employed by the counselor. Figure 1 is designed to demonstrate the importance of the interpersonal relationship to the entire counseling process and to assist the reader in conceptualizing this vital interaction of the relationship and the process.

Engagement in the Process. If counseling is to take place, the client must become involved in the process. However, when clients come to counseling, many do so with mixed feelings. They would like to have their difficulty resolved, provided that the experience necessary to bring about that change is not too threatening. The ambivalence is akin to an individual's

feeling physically ill, but not being sure he/she wants to go to a physician because of fearing the physician's actions. The first task of the counselor must be to help the client overcome these ambivalent feelings by conveying to the client that counseling is a relatively safe and warm situation where the client is allowed to express him/herself fully. The counselor should relate as someone who cares and understands the client, regardless of how terrible and base the client feels he/she is. Only through the establishment of such a relationship can the client be expected to continue counseling and ultimately become committed to the process.

Commitment to the Process. Kelman (1963) believes that the client becomes committed to the process primarily through a process of identification with the counselor. The counselor's role in establishing the identification and facilitating the process is largely that of being an accepting, permissive, expert listener. The process is also aided by the counselor conveying to the client his ability to help. The client gains hope through belief in the counselor's ability, and it is this feeling of hope and the identification that lead to a commitment to the counseling process. Given this kind of trust and hope, the client can come to see him/herself as an

individual who has personal worth, and the basis of any behavior change depends on whether the individual feels enough self-worth to motivate him/herself for those changes (Warner, 1971).

Behavioral Change Experience. Unfortunately many clients leave counseling prior to the behavioral change stage. Generally, during the latter part of the preceding stage the client has made some superficial resolutions of his/her difficulty, although these solutions most often are not fully internalized into the individual's behavior system. In order for the client to experience a lasting behavior change, a full internalization of new beliefs, attitudes, and behaviors must occur. The client is helped to develop internalized, realistic behaviors and attitudes through the counselor's use of confrontation, interpretation, encouragement, and other action techniques.

In all three stages of counseling the interpersonal relationship is at the heart of the process. In the first stage, engagement, it is the initial warm, open, and attentive feeling which is conveyed to the client, thereby encouraging him/her to continue. In the second stage, the relationship has been developed to such a point that the client identifies with the counselor.

He/she feels trust in the counselor and his/her ability to help. In this type of threat-free atmosphere the client can begin to explore self defeating behaviors and attitudes in a productive fashion. The solid relationship developed in the engagement and commitment stages builds the personal base for the necessary exploring, interpreting, and confronting parts of the final stage - behavior change. A confrontation generated by someone who does not care, is not involved or trusted, or has no credibility can easily be rejected by the client. However, when the confronting person is one who has indicated not only willingness and caring but also the ability to help, the confrontation will be seriously considered by the client.

This module is designed to assist you in further developing the necessary skills to help clients move through the engagement, commitment, and behavior change stages of counseling. The sequence of the module is the natural sequence of the three stages, and at each stage there are indicators which can be used as both a self-check on past learning and as a guide to future learning. This module as a whole contains seventeen indicators upon which the ability to conduct individual counseling with clients who have personal concerns or

needs for educational or career counseling can be based.

In some cases, several specific skills will be required to be able to satisfactorily accomplish one indicator. In other cases, one skill will have an effect on the ability to accomplish more than one indicator. To illustrate the relationship between the three-stage counseling process we have been discussing and the seventeen indicators in this module, we now need to expand Figure 1 by adding these indicators to it.

The first three indicators, illustrated in Figure 2 on the following page, are related to skills in attending behavior, skills which will engage the client in the counseling process. Indicators four through six reflect both ability in attending and skill in responding. They are indicators which reflect skill in attending and building an atmosphere which will facilitate the client's initial self-exploration. Indicators seven through twelve relate to the ability to use appropriate responses with the client such that he/she moves through the process of self-exploration and becomes committed to the counseling process. The final five indicators are related to helping the client internalize a new set of attitudes, beliefs, or behaviors. Just as the client

FIGURE 2

A 3-Stage View of the Counseling Process

Engagement	Commitment	Behavior Change
I.1 Puts the student at ease	I.7 Shows acceptance of the student	I.13 Helps student establish goals
I.2 Makes the purpose of the session evident or clear	I.8 Communicates interest in the student throughout the session	I.14 Helps student explore alternative solutions
I.3 Listens to the student, has appropriate eye contact and positive attending behavior	I.9 Communicates respect for the student throughout the session	I.15 Gives clear and accurate information
	I.10 Is overtly responsive	I.16 Allows students to make decisions in due time; does not push the student into premature decision making
	I.11 Maintains objectivity throughout the session	I.17 Uses an appropriate method of closure for the session
	I.12 Helps student explore his/her concern	

Transition

I.4 Is attentive, stays with the student

I.5 Encourages the student to talk freely

I.6 Allows the student ample time to respond

builds from stage to stage, the counselor builds from stage to stage. The skills associated with stage one are also important to stages two and three, and the skills in stage two are also vital to stage three. In short, the initial stage of counseling calls for you, the counselor, to have at your command a few, but highly powerful behaviors. At each new stage the process calls for additional behaviors without abandoning any of the behaviors already being utilized. Therefore, in the final stages of counseling you must be able to utilize a complex network of counseling skills.

The training experiences in this module are designed to move you from the rather easily acquired skills necessary for stage one through the more difficult skills needed in stages two and three. In completing this module, it will be helpful if you systematically move through all the material and training exercises even if you feel you possess some of the necessary skills. If you do have some of the skills, the module should be a good self-check to make sure you have not developed some bad habits as well as a good opportunity to sharpen your skills. Second, the material and exercises for the more complex skills are based on the earlier material, and having worked

through these materials will give you a better preparation for developing the more complex skills.

Working through this module will require you to own or have use of a tape recorder. It will often be necessary for you to have a friend, colleague, or one of your students help you with some of the exercises. Because this is a counseling module and therefore requires interpersonal interaction, many of the exercises ask you to do some things with another individual. The experiences will be more valuable if you can work with several different individuals. Whoever the individuals are, it is extremely important that they give you honest feedback. Without this honesty, you may simply go through the motions without really learning the necessary skills. Prior to beginning this module, you should be familiar with the concepts discussed in any one of the texts listed below. Three counseling sessions with some of your students should also be recorded prior to beginning this module. If these are real counseling sessions which focus on personal-social or educational and vocational concerns, they would be most valuable. You can assure your students that you will be the only one listening to the tape and the reason for taping is to help you improve your skills. You will utilize these

tapes in this module; they are vital to its completion.

Egan, Gerald. The Skilled Helper. Monterey, Calif.: Brooks/Cole Publishing 1975.

Brammer, Lawrence. The Helping Relationship. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Benjamin, Alfred. The Helping Interview. 2nd Edition. Boston: Houghton-Mifflin, 1974.

Carkhuff, Robert R. The Art of Helping. Amherst, Mass.: Human Resources Development Press, 1972.

Delaney, Daniel J. & Eisenberg, Sheldon. The Counseling Process. Chicago: Rand-McNally & Co. 1972.

Gazda, George M. Human Relations Development. Boston: Allyn & Bacon, 1973.

Hackney, Harold, & Nye, Shirley. Counseling Strategies and Objectives. Englewood Cliff, N.J.: Prentice-Hall, Inc. 1973.

Pietrofesa, J.J., Leonard, G.E., & Van Hoose, William. The Authentic Counselor. Chicago: Rand-McNally Company, 1971.

SELF-ASSESSMENT

Because this module assumes some knowledge base represented by the books listed above, it is important that you measure your personal mastery of these basic concepts. If you have difficulty in answering the following items, you should read or reread at least one of the above texts. Brief answers to the following questions for the purpose of checking the self-test are given at the end of this module. For a full understanding, you may need to do some reading.

1. A "good counseling relationship" begins by

   a) Putting the client at ease and helping the client to express feelings.

   b) Gathering biographical data on the client.

   c) Expressing a pleasant greeting.

   d) Passing the time of day with the client.

2. Which of the following is the best example of non-attending behavior on the part of the counselor?

   a) Pauses in verbal interchange.

   b) Breaks in eye contact.

   c) Counselor changing subject.

   d) Change in voice pattern.

3. Which of the following is the best description of leading by the counselor?

   a) In the initial stages of counseling the counselor should use many leading statements.

   b) The counselor should use many different types of leads.

   c) The counselor should lead only as much as necessary to keep the session moving.

   d) The counselor should never lead.

4. Which of the following leads is most directive on the part of the counselor?

   a) Silence.

   b) Interpretation.

   c) Questioning.

   d) Reflection of feeling.

5. The counselor's reflection of feeling is designed to

   a) Restate content of client's communication.

   b) Mirror the client's beliefs such that he/she can examine them.

   c) Gather further information.

   d) Eliminate client anxiety.

6. In responding, counselors frequently make the mistake of

   a) Interrupting the client.

   b) Reflecting feelings.

   c) Interpreting material.

   d) All of the above.

7. Nonverbal behavior of the client

   a) Is more important than verbal behavior.

   b) Has little relationship to his/her verbal behavior.

   c) Can either clarify or contradict his/her verbal behavior.

   d) Is relatively unimportant.

8. The counselor indicates acceptance of the client

   a) By his/her agreeing to talk with the client.

   b) By his/her verbal responses to the client.

   c) By both his/her verbal and nonverbal responses to the client.

   d) By giving the client direct advice.

9. Empathy is

   a) Similar to sympathy.

b) Understanding the client from the client's frame of reference.

c) Important only in the early stages of counseling.

d) The same as respect.

10. Genuineness is an important characteristic of good counselors. It means

a) Being yourself in the counseling relationship.

b) Telling it like it is.

c) Sharing with the client your problems.

d) Disclosing yourself to the client, as it will benefit the relationship.

True or False:

__11. The counselor can learn much about the client by attending to his/her nonverbal behavior.

__12. Structuring by the counselor helps the client know what counseling is all about.

__13. A client should be informed how long a session will last.

__14. The behavior of the counselor affects the direction in which the counseling will move.

__15. One way to help a client better describe feelings is for the counselor to reflect those feelings.

__16. Learning to accurately reflect feelings is relatively easy.

__17. A counselor takes a risk when he/she interprets client's statements.

__18. Good counselors never give direct advice or information.

__19. Silence can be utilized to help the client face and discuss his/her concerns.

__20. A client may change the subject because he/she is afraid that he/she is revealing too much about him/herself.

(Items adapted from, Shertzer, B. and Stone, S. Instructor's Manual: Fundamentals of Counseling, 2nd Ed. Boston: Houghton-Mifflin, 1974.)

If you successfully answered the preceding questions, your knowledge base should be sufficient to complete this module. However, as you move through the module questions may arise. In these cases, any one of the books listed earlier should be able to answer your questions.

That part of the module which provides the information and experiences for the skills outlined in the rationale statement will be organized in the following format:

a) Indicator or list of indicators for the following section

b) List of skill or skills related to the indicators

c) A rationale for and explanation of the skill

d) Exercises to develop the skill

e) Self-check to see if skill is developed

f) Additional skill exercises if skill has not been developed or for further experience.

Each of the four major sections - Engagement Stage, Transition between Stages One and Two, Commitment Stage, and Behavior Change Stage follow this format. Indicators will be numbered I.__; Skills, S.__;

I. Engagement Stage

Indicators

I.1 Puts the student at ease.

I.2 Makes the purpose of the session evident or clear.

I.3 Listens to the student with appropriate eye contact and positive attending behavior.

I.1 Puts the student at ease.

Skills

S.1 Conveys genuine interest in the client.

S.2 Conveys a relaxed but professional atmosphere.

The first indicator and the associated skills may seem quite simplistic. In response to this kind of statement, most counselors would say, "Well, everyone knows you should do that." With many things we take for granted, there is a tendency on the part of all of us to behave in careless fashion. Yet, our initial interaction

with individuals is extremely critical. Think of your own initial interactions with other people. How do you react when going into someone's office and the person appears busy, preoccupied, and generally not too happy that you are there. You are likely to respond in kind. If, on the other hand, you enter the office and are warmly greeted, you are very likely to feel relaxed and welcomed. In short, if one person enters the interaction in a positive and warm fashion, the predicted reciprocal response from the other person is positive and warm. The reverse of this predicted response is equally true. A good exercise with which to begin this module is by testing this assumption for yourself. Choose four individuals with whom to interact. You might select two individuals you know relatively well and two others with whom you must simply transact some business, paying a bill, for example. With one of each type of individual, start the interaction by being very positive and attentive. "Really good to see you today." "You really look nice in that.... " "Really a nice day today; you doing O.K.?" With the other two individuals initiate the interaction in a negative fashion and be unattentive to them. You might complain about the weather, the bill you are paying, the service you are getting...by all means do not respond to them as people. In all four cases, note

the response you get. You may well find the old saying, somewhat loosely paraphrased here, "You attract more positive attention with sugar than you do with vinegar," very true.

The point is that putting an individual at ease is an extremely important skill. Even more important, it is a skill that can be improved. A basic way to begin such development and/or improvement is to observe your own behavior. During the next day try to observe yourself in your interactions with others. Do you start each one as positively as you can? If not, analyze how you might have improved the interaction. You might say, "Well, there are some people I don't like very well, and I don't care whether my interaction is positive or not." That is a legitimate choice in everyday life, but as a counselor offering to help individuals, you do not have that luxury. You have an obligation to begin the interaction with your clients in a positive fashion. Much of what you are as a counselor is a reflection of you as a person, and if you practice being positive in everyday life, it will carry over to your counseling practice.

Beyond beginning the interaction with your client in a positive fashion, it is difficult to give you a list of prescribed opening statements. As you well know,

students will come to your office for all kinds of reasons. Some will come on their own, some will be sent to you by your principal or a teacher, and some you might send for. In each case your opening statement(s) must be appropriate to the situation. When the student has been sent to you, particular care must be taken to avoid putting the student on the defensive. The student's frame of mind may already be defensive, and it is extremely important that you avoid opening statements such as, "Mrs. Jones sent you here because you just aren't doing anything in class; I wonder what's wrong." Rather, you must indicate to the student your interest in him/her and his/her perception of the situation. The focus must be on the student, not what someone else said about the student. Therefore, a better opening statement would be, "Mrs. Jones was concerned about some of your behavior in class and thought it might help if you and I talked. I would be interested in knowing how you feel about the situation."

In addition to your personal, positive, and relaxed manner, there are some external factors that can aid in establishing a relaxed atmosphere for your students. These external factors are such things as having a pleasant private office. It is difficult for anyone to be

at ease when there are other people coming in or out, when the phone rings, or where the office has a cold or sterile atmosphere. Finally, you can indicate much to your student by placement of your desk. The best possible position is for you to be able to talk with your student without a desk being between the two of you. Generally, the student will be most comfortable if you can arrange your office so that you and the student can talk with nothing between you or across the corner of a desk or table. You should never operate from behind a desk.

I.2 Makes the purpose of the session evident or clear.

S.3 Conveys to the client the professional nature of the counseling relationship and its potentials and limits.

S.4 Crystallizes and presents to the client the purposes of any particular session.

As a counselor, you have the responsibility of communicating to your client the general purposes of counseling and the limits under which you operate. If you set an atmosphere which indicates to students that the counseling office is simply a place to pass the time of day, that is precisely what they will do. If you convey a professional atmosphere which demonstrates that you

are there to help students resolve their personal, educational, and vocational concerns, they will expect that help. Therefore, you must convey to each student early in the process that the purpose of counseling is to work on something, not simply to "chew the fat." One of the biggest mistakes counselors make, in an attempt to be friendly to students, is to inadvertently convey the notion that counseling is nothing more than a pleasant, superficial discussion. To avoid this you must discuss with the student that the counseling process is designed to help him/her resolve that about which he/she is concerned, - - - that it is a working process in which the two of you will engage for X amount of time per session, for X number of times per week. In effect, you must establish a working contract between the two of you, a contract where both of you understand the purpose of the counseling, what generally will take place in counseling, and the expected time commitment for both of you. Such a contract, which may or may not be written, will help both of you make a greater commitment to the counseling process.

EXAMPLE

Example of opening session: demonstration of putting client at ease and establishing general purpose of counseling:

$Counselor_1$: Good morning, John. I am happy that you could come in to talk with me.

$Student_1$: Yah, well, Mrs. Jones said you would be calling me in. I don't know why...

$Counselor_2$: You're not really sure why you are here and what this is all about.

$Student_2$: Nah--That Mrs. Jones, she just...

$Counselor_3$: Well, let me try to explain. Mrs. Jones spoke to me because she is concerned about your behavior in class and she thought it might be helpful if we talked.

$Student_3$: I don't know what to say...

$Counselor_4$: I can understand that. Maybe we can begin by your sharing with me your view of the situation in Mrs. Jones' class.

$Student_4$: Well, I don't know what she told you. I know I have been having some problems, but it's hard to talk about them.

$Counselor_5$: Sometimes it is really difficult to talk about things, particularly with someone like me whom you don't know.

$Student_5$: What do you want to know?

Counselor$_6$: Whatever you would like to share with me.

Student$_6$: I don't know...some things have been going on. I...got scared... sure don't want anybody to know.

Counselor$_7$: Something is really getting to you and you sure don't want anyone else to know. John, let me assure you that what we talk about in here is between you and me. The best way I can help you is for me to know you, and I would really like to help you with this thing. Maybe it's something we can work on together over the next few weeks.

In this example, a reluctant student has come to the counselor. The counselor recognizes this and attempts to put the student at ease by responding to him/her. While he/she is honest with the student as to why he/she is there, he/she quickly lets the student know that it is the student's feelings he/she is interested in. The counselor also tries to indicate what the general process of counseling is all about.

Your ability to define the specific purpose of each session is related to the preceding example. If we return to the example of Mrs. Jones' sending a student to the counseling office, we have a good example of a counselor's attempting to establish the purpose of the session. In that example the counselor was honest about the reason that John was there without putting him completely on the defensive. In doing so, the counselor indicated at least one task for the session was to discuss how the student felt about the situation in Mrs. Jones' class. For a counselor to begin each session with a student something like, "What would you like to discuss today?" is really nothing more than avoidance behavior on the part of the counselor. Such a counselor is avoiding the responsibility of his/her position to help the client work through concerns. Certainly, you must remain flexible to respond to any immediate feeling, problem, or concern of the client, but having a purpose in mind for each session and reminding the client of that purpose gives direction to counseling. To illustrate we can examine the beginning of a later session between John and the counselor:

EXAMPLE

Counselor$_1$: Hi, John, how have things been going this week?

Student$_1$: Pretty good.

Counselor$_2$: You have anything pressing to bring up today?

Student$_2$: No, can't think of anything.

Counselor$_3$: Well, John, last week we talked quite a bit about things at home. You indicated you and your Dad really get into it quite a bit. We agreed that you would try to pinpoint what seems to get you and your father into it so much. Were you able to give this any thought?

In this brief excerpt the counselor first checks out whether there is anything that the client would like to discuss. If the client did have something pressing, the counselor should permit a discussion of the topic, unless he/she is convinced it is an avoidance behavior. In this case the client did not have anything pressing, so the counselor brought up the agreed upon purpose of this particular session.

I.3 Listens to the student; has appropriate eye contact and positive attending behavior.

S.5 Maintains positive eye contact.

S.6 Maintains physical attending behaviors.

S.7 Maintains verbal following behavior.

The cluster of skills represented by I.3 are some of the most important skills a counselor can possess. Globally, we refer to these skills as attending behaviors. They refer to your ability to be aware of, and responsive to, the verbal and nonverbal communications of your client and, most importantly, communicating this attentiveness to your client.

Like other skills related to the engagement phase of counseling, attending appears to be a very simple behavior in which to engage. Unfortunately, many human interactions, including counseling interactions, suffer from a lack of attending behavior. How often have you tried to talk with someone who is also engaged in another task. Think about how frustrating it can be to try to carry on a conversation in a room with a television set on. The people you are talking with may hear your words and even be able to reply, but in most cases the conversation is at best superficial and most often really disjointed. If you can picture this scene and recognize what effects non-attending behavior has on normal conversation, you can imagine what impact it must have in counseling.

Four central factors of attending behavior have been identified. One factor concerns the physical setting in which counseling takes place; the other three factors concern actual counselor behavior.

The counseling environment. In the section of this module which dealt with putting the client at ease we discussed the need for a pleasant, private office in which the surroundings themselves would minimize the possibility of distraction. This setting is also the first requirement for attending behavior. As Egan (1975) says:

> the counseling office should be a comfortable work environment that facilitates the counselor and the client giving their attention to each other.

Eye contact. This act is the first actual attending behavior. Eye contact simply means that you, as the counselor, must look directly at your client, not over his/her head or out the window or at the wall. You do not stare at your client; your eyes can wander occasionally. However, the bulk of the time your eyes are focused on your client. Eye contact is one of the best ways of conveying to your client that you are deeply interested in what he/she is saying. Think of yourself when you have been engaged in an intimate conversation with your spouse, best friend,...The type of eye contact you have in such situations would also be true when you are counseling

with an individual.

Postural position. Your movements and gestures can communicate either attentiveness or nonattentiveness. Facing your client squarely, keeping arms and legs uncrossed, leaning forward, smiling, being relaxed, all convey postural attending. Similarly, facing to the side, crossing legs and arms, leaning back, frowning, all convey lack of real interest in the client.

Verbal following behavior. This behavior is often referred to as reflective listening. It means that you respond to the last comment of the client without introducing new material. You, in effect, let the client take the interview where he/she wants to go, not where you want to go. You must refrain from jumping from topic to topic and the seeking of data which may be of importance to you.

EXERCISES

Exercises for I.1,I.2,I.3

Exercise 1. Select an individual in your area who is a professional helper (e.g., a counselor, teacher, minister). Think of a reason to talk with this individual for a few minutes. After the conversation, try to analyze their attending behavior and the effect it had on you and your interaction with this individual.

Exercise 2. Listen to two of the three tapes you made prior to beginning this module. Rate your own tape, utilizing the form entitled, "Self Observation I." Take notes on what you did correctly and what you might not have done so well.

Exercise 3. For this exercise you will need a tape recorder and two to four individuals who are willing to act as clients. They must be individuals who you feel will give you honest feedback. Do not tell the clients what you are attempting to demonstrate. Give each of them one or more of the following brief client descriptions and ask them to play that role as your client. Beyond the brief sketch of the client which they are given, the two of you should not discuss what is to happen in counseling. Tell your clients they need to plan on about a 15 to 20 minute session.

Client 1. Billy is a tenth grader who is enrolled in the general curriculum. He is a marginal student who has been referred to you by the principal after being kicked out of Mrs. Keel's class for the second time in the last two weeks. Billy has not been in trouble prior to this time.

Client 2. Mary is a senior who has been seeing the counselor for about two weeks. She is an excellent

student but is rather shy. Mary is considering getting married to a boy who is a high school dropout. The situation has caused Mary a lot of conflict with her parents. In previous sessions you have been discussing her feelings about the situation. At the end of the last session you suggested that the two of you may want to consider what alternatives she has.

Client 3. Ruth is a senior who is in the college prep curriculum. She has just appeared in the office somewhat distraught and asked if she could see you. The two of you have not met previously except for routine school matters.

Client 4. Richard is a ninth grader who was just sent to you by Mr. Smith. Mr. Smith sent a note saying, "Don't send this student back to my class until he is ready to apologize for his behavior and shape up."

If possible, see these people in your regular counseling office. If you cannot do that, try to establish a setting which is as close to a counseling office as possible. In either case, remember what has been said in this module about the importance of the setting. You will need to audiotape each of the four sessions.

In each of the four sessions you are to engage in

the behavioral skills discussed heretofore in the module. They are as follows:

S.1 Convey genuine interest in the client.

S.2 Convey a relaxed but professional atmosphere.

S.3 Convey the professional nature of the counseling relationship, its potentials and limits.

S.4 Convey to the client the purposes of any particular session.

S.5 Maintain positive eye contact.

S.6 Maintain physical attending behavior.

S.7 Maintain verbal following behavior.

After each session and before you do the next one, give your clients the sheet entitled, "Client Feedback I" and ask them to fill it out. Meanwhile, you should listen to the tape of your session and fill in the form entitled, "Self-Observation I." After you have both completed your forms, get back together and discuss the session using the forms as a guide. When you have completed this process for one session, noting what you did appropriately and what you need to improve upon, proceed to the next training session. This exercise will be most productive if you space the four interviews over a two-day period.

If after completing the four interviews you are still

Client Feedback I

Counselor_____School_____Date_____

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the form you will be asked to discuss this rating with the counselor.

The counselor

1. Made me feel at ease.

1	2	3	4	5	6	7
Not sufficiently						Very much

2. Made the purpose of our session clear.

1	2	3	4	5	6	7
Unclear						Very clear

3. Maintained good eye contact with me.

1	2	3	4	5	6	7
Very seldom looked directly at me						Excellent eye contact

4. Had nonverbal behavior which indicated an interest in me.

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to what I said.

1	2	3	4	5	6	7
Inattentive						Attentive

6. Knew the feeling I was experiencing.

1	2	3	4	5	6	7
Did not understand my feeling						Really understood my feelings

Self-Observation I

In counseling_____

I:

1. Put the student at ease.

1	2	3	4	5	6	7
Not sufficiently						Very much

2. Made the purpose of the session evident to the student.

1	2	3	4	5	6	7
Not evident						Very clear

3. Maintained good eye contact with the student.

1	2	3	4	5	6	7
Very seldom looked directly at him/her						Excellent eye contact

4. Maintained positive physical attending behavior.

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to the student.

1	2	3	4	5	6	7
Inattentive						Attentive

receiving ratings between 1-4, reread the material in this section of the module and/or one of the texts suggested earlier and then try two more interviews with different clients. If your ratings are consistently above 4 for each of the four interviews, you are ready to proceed to the next section of the module.

Transition Between Stages One and Two

I.4 Is attentive, stays with the student.

I.5 Encourages the student to talk freely.

I.6 Allows the student ample time to respond.

These indicators are so interrelated that the specific skills associated with them will be treated in a cluster. You will note the close relationship between these indicators and the ones in the preceding section (see Figure 2). In fact, skill 7 (S.7) maintaining verbal following behavior, which was listed under the previous indicators will also be listed here. This skill is also directly related to Indicators 7-12. Therefore, it is a skill which transcends any single indicator or stage of counseling. While the full discussion of the skill is included here, it is important to remember its relationship to other indicators and stages of counseling.

S.7 Maintains verbal following behavior.

S.8 Utilizes silence to facilitate student self-exploration.

S.9 Utilizes nonverbal behavior to encourage student self-exploration.

S.10 Utilizes minimal verbal responses to encourage student self-exploration.

The skills in this section are ones which you need to utilize in helping the client move from the very initial stage of counseling, engagement, to the second stage, commitment to the process. The first stage behaviors are designed to put the client at ease, to establish the working nature of the counseling relationship, and to help the student present his/her concern. The behaviors in this section are behaviors on the part of the counselor which are designed to help the student begin the exploration of his/her concern. It is impossible for a counselor to really help a student until both the student and the counselor fully understand the nature of the concern. One of the prime mistakes of inexperienced counselors is to begin helping clients resolve a problem before they fully understand the concern. This is a very easy trap to fall into when the presenting concern seems very simple. In avoiding that mistake a basic rule to follow is that you must be sure where and why you are going with a student before you start going there.

S.7 Maintains verbal following behavior. You will recall that in the last section we stated that verbal

following behavior was often referred to as reflective listening. In addition to demonstrating your attentiveness and interest in a student, reflective listening facilitates:

1. The gathering of more information from the student so that the problem or concern can be correctly identified.
2. The student's exploration of feelings.
3. The development of a deeper understanding of the student and his/her life span. (Schroeder, 1971)

If you, as the counselor, are really able to be a reflective listener, you will demonstrate to the student that you:

1. Want to understand what the student is feeling and doing from the student's perspective.
2. Want to accept the student and respect him/her even if you disagree with the student.
3. Want to be nonevaluative and nonjudgmental about the student's behavior or feelings.
4. Want to help the student clarify his/her own thinking.
5. Want the student to know that you respect him/her enough to believe that he/she has the

capacity to change.

6. Want the student to feel he/she is a worthwhile individual. (Schroeder, 1971)

The counselor who is a reflective listener assists the student in beginning the process of self-exploration, which first leads to self-understanding and then to behavioral or attitudinal changes. Reflective listening demands a receiver capable of receiving, and processing input from the student through many channels of communication: words, gestures, posture, expression, voice quality. You must also be a transmitter which reflects to the student the essence of the messages he/she has been sending you. You are a special transmitter; however, you do not simply parrot the original message, but rather clarify and synthesize. These messages or reflections to the client may take any one, or a combination, of the following forms:

Reflection or restatement of the content. Here you are generally condensing what the student has said. Generally, you do this by paraphrasing the student's words. This type of reflection is most often used early in the counseling process. If it is used every time a student sends a message, the student will begin to feel you are nothing more than a parrot, and this feeling will have a

negative effect. Used appropriately, it does convey to the student that you heard what he/she said to you.

EXAMPLE

$Student_1$:	I really don't like school very well.
$Counselor_1$:	You don't care very much for school.
$Student_2$:	This year has been really good for me.
$Counselor_2$:	A lot of good things have happened to you this year.

Reflection of feeling. In most human communications there are two levels of the message. There is the content, and there are the feelings, attitudes, or emotions attached to the content. The feeling level of the student's message is usually conveyed through gestures, tone of voice, facial expressions,... In reflecting feeling you are attempting to reflect the unspoken feeling which goes with the content of the student's message. In so doing, you are conveying to the student that you hear the content and that you also understand the feeling which he/she is experiencing. Such a reflection has the effect of letting the client know it is a safe environment in which to express feelings and will encourage further

self-exploration on the part of the student. A reflection of feeling may be made in combination with a reflection of content, but it may also stand alone. Generally, the ability to reflect feelings is much more important than the ability to reflect content. You will find that if you reflect the feeling of the message you will also convey to the client that you understand the content. Therefore, when you reflect feeling there is often no need to repeat the content.

EXAMPLE

$Student_1$: I don't know what's going on in that class. He says one thing today, and tomorrow he will say something else.

$Counselor_1$: It's really frustrating when you don't know what he expects you to do.

$Student_2$: I feel like the whole world is against me. I tried everything but there doesn't seem to be any way to improve things. I just don't.....

$Counselor_2$: You are really feeling down--- nothing seems to be going right for you.

Reflection of behavior. It is sometimes helpful to reflect to the client what you observe in his nonverbal behavior. Often clients will be expressing some rather superficial verbal message while their true feelings are being expressed through nonverbal behaviors. In such cases, the student is probably somewhat fearful of expressing some underlying feeling or emotion. Your ability to pick up and reflect what they are really feeling can act as a release valve. In effect you are saying, "I am aware of what you are experiencing, and it is all right to talk about it if you wish." These reflections of nonverbal behavior should be done in a very tentative way so that you do not drive the student away before he is really ready to talk about what he is feeling.

EXAMPLE

Counselor$_1$: You seem pretty upset about something. I notice you are really wringing your hands.

Counselor$_2$: I can't help noticing that you seem very close to tears as though something really has you upset.

Exercise for S.7: Verbal Following Behavior (Reflective Listening)

Directions: Read each client statement, then choose the response you feel is the best example of verbal following behavior. You may check your responses by turning to the Appendix. If you complete the first six responses successfully, you are ready to move on. If not, you should reread this section and then complete all the items.

1. CLIENT: The kids in school keep telling me I'm funny looking.

   COUNSELOR:
   a) That's too bad. Have you told your parents?
   b) Don't worry! You look O.K. to me.
   c) Why do they say that?
   d) It upsets you when they say things you don't believe are true.

2. CLIENT: I can't do this.

   COUNSELOR:
   a) Everyone must do the best they can.
   b) Of course you can!
   c) You aren't sure you can do it well enough.
   d) Why?

3. CLIENT: Why should I do what she says?

   COUNSELOR:
   a) That's a stupid question!
   b) You don't understand why she has the right to tell you what to do.
   c) Why don't you want to?
   d) What is wrong with doing what she says?

4. CLIENT: I'm always getting hassled by my mom and dad, even when I haven't done anything.

COUNSELOR: a) Why shouldn't they hassle you?
b) Your parents are only trying to help.
c) I know how you feel.
d) You get a little angry when they hassle you for things you haven't done.

5. CLIENT: I didn't do it.

COUNSELOR: a) You are worried that you will be punished for something you didn't do.
b) Then why did they say you did?
c) You're lying.
d) Are you sure you didn't do it?

6. CLIENT: I think that this book report is just busy work.

COUNSELOR: a) It's important so the teacher knows you understand the book.
b) You can't tell a teacher how to run a class.
c) Writing a book report doesn't seem to have much meaning to you.
d) I understand, but you should do what the teacher says.

7. CLIENT: I'm going to miss you next year.

COUNSELOR: a) No you won't!
b) You feel we've had a good relationship.
c) Why?
d) I'll miss you too.

8. CLIENT: Nobody likes me.

COUNSELOR: a) I can't believe that's true.
b) Maybe you need to be more friendly.
c) It hurts when no one seems to care.
d) You shouldn't worry about what others think.

9. CLIENT: It's so unfair.

COUNSELOR: a) You seem to complain about a lot of things.

b) You shouldn't worry.
c) It's unfair the way you are being treated.
d) What have you done about it?

10. CLIENT: I thought you were going to help me and you are not even listening to me.

COUNSELOR: a) Gee, I'm sorry, I lost track there.
b) Silence.
c) You felt I was going to solve all your problems and I don't seem to be helping at all.
d) I'm trying to understand.

11. CLIENT: My parents yell and scream at me about my grades. I do the best I can!

COUNSELOR: a) Did you deserve it?
b) Your parents are only thinking of your future.
c) Yeah, my parents did that to me when I was young.
d) It's hard to take when they don't understand how hard you are trying.

12. CLIENT: I wish my parents would not go out so much.

COUNSELOR: a) What do you mean by that?
b) You feel a little left out when they are gone so much.
c) Everybody has to have some time off.
d) Some people shouldn't be so demanding of their parents.

*Situations adapted from MODA Training Package by John Schroeder, University Park, Pa., 1971.

S.8 Utilizes silence to facilitate student self-exploration. The effective use of silence is one of the most difficult skills for most counselors to learn. In normal conversation we are accustomed to avoiding any

"dead air space" occur when we are talking with someone, and this tendencey makes it difficult for us to learn how to use silence in counseling. If, however, we focus on the pace of conversation in an intimate relationship rather than a normal conversation, we will come closer to the kind of pace needed in counseling. Certainly you have been involved in some intimate relationships where you did not feel compelled to talk every minute. Counseling is one kind of intimate relationship, and its pace should be slower and filled with more silence than "normal conversation."

William Purkey, a noted counselor, refers to silence as "wait time," and research indicates that the proper use of "wait time" will facilitate counseling by

1. Conveying to the client you are really listening.
2. Conveying to the client that it is all right to take time to think.
3. Conveying a feeling of acceptance to the client.
4. Encouraging the client to engage in self-exploration.
5. Placing responsibility for direction of counseling on the client.

A sense of timing is the key to the proper use of silence. Such timing is best developed by practicing its

use in your interactions with others. The following general guidelines should help your use of silence.

Guidelines for Using and Evaluating Silence

If student stops verbalizing without completing a thought or statement permit a period of silence for him/her to complete thought.

EXAMPLE

Client: I don't know (pause) everything is so fouled up sometimes I just (pause) want to give it all up (pause).....

In this example, an inexperienced counselor might have interrupted at any one of the pauses, thereby breaking the client's train of thought and taking the direction of the interview away from the client.

If a student begins to discuss something very personal or affect laden, he/she will often stop talking. A short period of silence by the counselor to let the student gather his/her thoughts is most appropriate. The period of silence also indicates acceptance of the student by the counselor.

You, as the counselor, may have given a reflective statement to the client which is thought-provoking. It is imperative that you give him/her time to think about your

statement. If you interrupt, the impact of your original thought may be lost.

The nonverbal cues of the client should be utilized as keys to whether the silence is a working silence or whether he/she is uncomfortable. If he/she appears uncomfortable, it is probably time to utilize another lead.

Silence may sometimes be used by the client to avoid a topic. In these cases the counselor may wish to let the client engage in the avoidance behavior very early in the counseling relationship. Later in the relationship, however, the counselor will probably want to point out this avoidance behavior to the client.

EXERCISES

Exercise 1. Tape record one of your counseling sessions with a student. Listen to the tape and time the silences. Also evaluate the periods of silence in terms of the five guidelines for silence outlined in this section. If your analysis indicates you are comfortable with silence and utilizing it appropriately, then skip the second exercise and move on to S.9 and S.10.

Exercise 2. Ask a friend or two to participate in a conversation with you. In the conversation you are to utilize a 30-second rule. The first person begins, and

talks about whatever he wants to, and you listen. After he stops, you must wait 30 seconds before you can respond. Continue the conversation in this manner for five to ten minutes. Repeat with several individuals until you feel relatively comfortable with the "wait time". When you do feel comfortable, try stretching the time to 45 seconds.

S.9 Utilized nonverbal behavior to encourage student self-exploration. S.9 is similar to skills S.5 - S.6 You will recall that S.5 and S.6 were referred to as attending skills designed to put the client at ease and to demonstrate to the client that you cared for the client and he/she had your complete attention. Therefore, S.5 and S.6 are essential components of S.9, but S.9 goes just a bit further. The following are some ways of utilizing nonverbal behavior to encourage a client in furthering self-exploration.

Encouraging Nonverbal Behavior. Any change in body posture moving you slightly closer to the client will indicate to the client your support and will encourage the client to go on. This movement is most appropriate when client is working through some difficult material. It can be accomplished simply by moving your chair a little closer or by leaning forward toward the client a little

more.

Maintaining a calm, concerned, and relaxed professional atmosphere will also facilitate student self-exploration. If you begin to get uptight with what is going on, you will inadvertently convey this to the client and this message may shut down his/her self-exploration. If such is the case, you are also conveying nonacceptance to the student. One of the most powerful nonverbal tools is a simple touch. Your hand on the client's hand or shoulder when he/she is deeply troubled communicates a deep level of caring and encouragement.

Facial expressions, tone of voice and pace of voice appropriate to the effect being expressed are also important in facilitating student self-exploration.

S.10 Utilized minimal verbal responses to encourage student self-exploration. Directly related to the use of nonverbal behaviors to encourage student self-exploration is the use of what Egan (1975) and others refer to as "minimal encouragers to talk." These behaviors are very small verbal interjections by the counselor such as uh-uh, one-word questions, one or two words of feeling, or one or two of the student's words. The idea is to interfere in the thought process of the student as little as possible while reaffirming to the client that you are

listening and are with the client. The nature of these responses, particularly the "uh-uh," are such that you must be careful that you do not use them just as a matter of routine. If you do, they will become monotonous and lose their effectiveness.

EXERCISES

Combined Exercises for Indicators I.4, I.5, I.6 and Skills S.7, S.8, S.10

Exercise 1. Listen to all three of the tapes you made prior to beginning this module. Rate each of the tapes, utilizing the form entitled, "Self-Observation II." Take notes on skills you seem to possess and those you still need to work on.

Exercise 2. You will need two individuals to act as clients to complete this exercise. (1) Give one individual the case description of Ruth (p.29). Add the following sentence to the description. Halfway through the interview, Ruth reveals she is pregnant and doesn't know who the father is. (2) For the second client; give the case of Richard (p.29). Add the following sentence to case description. Halfway through the interview, Richard indicates he has been upset because he inadvertently saw his father engage in some inappropriate behavior.

In each of the interviews you are to engage in the behaviors heretofore discussed in this module (1.1 - I.6). You will need to audio-tape both sessions, and they should last from 30 to 40 minutes.

After each session and before you do the next one, give your client the sheet entitled, "Client Feedback II" and ask them to fill it out. Meanwhile, you should listen to the tape of your session and fill in the form entitled, "Self-Observation II." After you have completed your forms, get back together and discuss the session using the forms as a guide. When you have completed this process for one session, noting what you did appropriately and what you need to improve upon, proceed to the next training session. This exercise will be most productive if you space the two interviews over a two-day period.

If after completing the two interviews you are still receiving ratings between 1-4, reread the material in this section of the module and/or one of the texts suggested earlier and then try two more interviews with different clients. If your ratings are consistently above 4 for each of the two interviews, you are ready to proceed to the next section of the module.

Client Feedback II

Counselor_____School_____Date_____

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the form you will be asked to discuss this rating with the counselor.

The counselor

1. Made me feel at ease.

1	2	3	4	5	6	7
Not sufficiently						Very much

2. Made the purpose of our session clear.

1	2	3	4	5	6	7
Unclear						Very clear

3. Maintained good eye contact with me.

1	2	3	4	5	6	7
Very seldom looked directly at me						Excellent eye contact

4. Had nonverbal behavior which indicated an interest in me.

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to what I said.

1	2	3	4	5	6	7
Inattentive						Attentive

6. Knew the feeling I was experiencing.

1	2	3	4	5	6	7
Did not understand my feeling						Really understood my feelings

7. The counselor let me take the interview where I wanted to go.

1	2	3	4	5	6	7
He/she directed						I directed

8. The counselor gave me plenty of time to respond.

1	2	3	4	5	6	7
Frequently interrupted						Did not interrupt

9. The counselor's nonverbal behavior encouraged me to go on.

1	2	3	4	5	6	7
Discouraged						Encouraged

10. The counselor facilitated my discussing my feelings about the problem.

1	2	3	4	5	6	7
Hindered						Facilitated

Self-Observation II

In counseling_____

I, the counselor,

1. Put the student at ease.

1	2	3	4	5	6	7
Not sufficiently						Very much

2. Made the purpose of the session evident to the student.

1	2	3	4	5	6	7
Not evident						Very clear

3. Maintained good eye contact with the student.

1	2	3	4	5	6	7
Very seldom looked directly at him/her						Excellent eye contact

4. Maintained positive physical attending behavior.

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to the student.

1	2	3	4	5	6	7
Inattentive						Attentive

6. Was attentive and used verbal following behavior.

1	2	3	4	5	6	7
Did not use						Did use

7. Used silence and "minimal encouragers to talk" appropriately.

1	2	3	4	5	6	7
Could not maintain silence						Used "wait time" well

8. Allowed student time to respond.

1	2	3	4	5	6	7
Interrupted						Did not interrupt

9. Used nonverbal methods to encourage student talk freely.

1	2	3	4	5	6	7
Discouraged						Encouraged

II. Commitment Stage

I.7 Shows acceptance of the student throughout the session.

I.8 Communicates interest in the student throughout the session.

I.9 Communicates respect for the student throughout the session.

I.10 Is overtly responsive.

I.11 Maintains objectivity throughout the session.

I.12 Helps student explore his/her concern.

Prior to beginning this section of the module, but after completing the exercises which ended the previous section, tape two initial counseling sessions which would be part of your regular work as a counselor. In those sessions try to concentrate on the behaviors discussed in the first two sections of the module. Then tape the next session for both of these students. Use the Self-Observation Guide II to rate your own behavior on the first two sessions. The second two tapes will be used in this section of the module.

The key process occurring during the commitment stage of counseling is the student's move from self-disclosure to self-exploration. As stated earlier in this module, the student moves into this stage as he/she comes to

identify with the counselor and see the counselor as someone who can help him/her with his/her concern.

While there are some new skills which the counselor will need to utilize in this stage of counseling, many of them are related to skills used in the first two stages. We must remind ourselves that the skills used in the first two stages are also used in this and the next stage. As counseling progresses the counselor does not drop earlier behaviors rather the counselor's behavior constantly becomes more complex as the process of counseling proceeds.

I.7 Shows acceptance of the student throughout the session.

I.8 Communicates interest in the student throughout the session.

Indicators I.7 and I.8 are listed together here because true acceptance of the student implies genuine interest in the client. You will recall that both acceptance and genuine interest were discussed earlier in this module as behaviors or attitudes on the part of the counselor in the engagement and transition stages of counseling. The initial feeling of being accepted and having the interest of the counselor are motivators for the client to begin the process of self-disclosure. At the commitment stage these behaviors on the part of the

counselor may become even more critical. During the initial stages of counseling the student will most likely be dealing with relatively safe material. It might be said that the student is testing the counselor, trying to determine just how interested the counselor is in him/her and how accepting the counselor is. Finding initial interest and acceptance, the student is likely to move toward the commitment stage of counseling. At this stage two events may occur:

1. The client will possibly present a problem that appears very superficial or simple to the counselor. The tendency of many inexperienced counselors at this point is to lose interest and, even worse, indicate lack of acceptance to the student by either providing a solution or by saying something like, "You know that's something most kids go through---you will be O.K.," "That doesn't seem to be too big a problem to me," or "I don't understand why you are upset by such a little thing." You might be saying to yourself, "I would never do a thing like that." A good self-check to see if you do is to listen to one of the tapes you made prior to beginning this part of the module. Do the self-check before proceeding. Hopefully, you found that you did not demonstrate

lack of interest or acceptance in your tapes. If not, great! It is likely that you may have, however, for it is very easy for us as adults to fall into the trap of feeling a student's problem is really nothing to be worried about. We must remember that with all our years of experience that no matter how simple a student concern may seem to us, if it is a concern of that student, it is a legitimate concern. Furthermore, we must accept it as such and show genuine interest in helping the student resolve it.

2. It is also possible that the client will move from superficial material to a discussion of his/her real concerns. At this level he/she may begin to reveal attitudes, beliefs, and behaviors that are both different from the norm and quite different from his/her public image. He/she might reveal such things as dislike for parents, drug-taking behavior, illegal behaviors, sexual behaviors,...all of which might be attitudes, beliefs, or behaviors which go against what you as the counselor feel and believe. Rather than accept and show interest in the student for what he/she is, it is very easy to fall into the trap of acting like the righteous moralist. Such behavior on your part will not help the student. He/she may

listen to what you say for a little while, but you can almost be sure he/she won't be back and you really won't have helped him/her resolve his/her concern. If you are to truly help another individual, you must first accept him/her for what he/she is. This acceptance does not mean you must give up what you believe or that your ultimate goal cannot be moving the student toward more "acceptable" behavior, but it does mean you must accept the student's right to be him/herself. You would demand nothing less for yourself.

At this point listen to the second tape you made prior to beginning this phase of the module. Did you accept the student and his/her right to hold beliefs and attitudes different from yours? Hopefully, the answer will be yes. If not, examine your own belief system to see what it is that may keep you from truly accepting another individual even though he/she may be different from you.

I.9 Communicates respect for the student throughout the session.

S.11 Communicates to the student that the student is valued simply because he/she is a human being.

S.12 Communicates to the student the counselor's belief that the student is capable of directing his/her own behavior.

S.11 Communicates to the student that the student is valued simply because he/she is a human being. Much of what has been said under the discussion of acceptance of and interest in the student has direct application to the communication of respect. Respect, as represented by the behavior described in S.11, means the counselor possesses a real concern for the feeling and experiences of the student. This concern must be communicated to the student. As Egan (1975) points out, respect is communicated to the student more by what the counselor does than by telling the student he/she is respected. At the S.11 level, respect is communicated by your willingness to work with the student where he/she is without placing judgment on the student as to where he/she should be. For example, if an eleventh grade student came to you because he/she was concerned with dating behavior, you might communicate that an eleventh grader shouldn't be having such a concern. If you communicate that to the student, you are inadvertently communicating lack of respect for the student's uniqueness. The fact is that the student is experiencing that problem and, as a unique

human being, he/she has every right to experience it, and you must be willing to help him/her where he/she is. The core of respect, then, is your recognition of the individuality of the student.

It is particularly easy to communicate lack of respect when students present concerns which are typical of many students. In an attempt to reassure the student, many counselors will use terms such as:

1. Most people your age are concerned about....
2. I guess everyone goes through.....
3. I'm not sure you need to be so worried about...

All of these statements are well-meaning, and you may really feel they are true. Maybe everyone does go through these problems, or maybe most people the student's age share this concern, but if you make any of these statements to the student, you are really telling him/her that he/she is just like everybody else, and <u>that is not true</u>. This is a unique individual who brought you his/her concerns, and you must respond accordingly. Just as you do not like to be considered just like every other counselor, like every other person your age, or like every other Georgian, your students do not like to be treated that way.

S.12 <u>Communicates to the student the counselor's</u>

belief that the student is capable of directing his/her own behavior. The level of respect described by S.11 is very important early in the process of counseling. As counseling progresses, the concept of respect goes beyond communicating to the client a caring for his/her uniqueness and a willingness to work with him/her where he/she is. At this second level, respect for the client means respecting the student's capacity to be a self-controlling, self-determining human being who has the capacity to move from where he/she is to where he/she wants to be.

In maintaining such an orientation, you as the counselor are recognizing that the student has the potential to live more effectively. You are aware that the individual currently may have some behavioral deficits or other things blocking his/her forward movement, but it is the student who must ultimately guide his/her own behavior. Such an orientation leads you, as the counselor, into behaviors which are designed to help release the potential or help develop the potential of the student, rather than tell the client what to do or how he/she should resolve his/her problem. As Egan (1975) states, real respect means that the counselor places demands on the student, the basic demand being that if you wish to

change, you must work at it. The counselor conveys to the client that he/she is willing and able to help the client develop his/her own answers to his/her concerns and to develop more effective ways of behaving. However, the student has the ultimate responsibility and capacity to resolve his/her concern. The counselor cannot provide, nor should he/she provide a cookbook answer to the student's concern.

This level of respect is often not as easy to communicate as it sounds. Often clients will present you concerns to which you probably feel you will be able to very quickly provide them an answer. As a matter of fact, many clients will feel that a quick answer is what they want from you. If you provide this quick answer, you may actually solve their current dilemma for them. In doing so, however, you are teaching them that, if they have a concern, they should go to someone else and that other person will solve it for them. If, on the other hand, you have the kind of respect represented by S.12, you will refrain from giving the easy answer. Instead you will help them come to the answer themselves. In using this approach, you are not only helping them resolve the immediate concern, but you are also teaching them problem-solving skills while developing in them the positive

attitude that they do have the capacity to resolve their own difficulties.

Before proceeding, listen to one of your tapes that you made prior to beginning this section. Do a self-check to see if you were conveying respect to the student as described in S.11 and S.12. Use the following checklist adapted from one developed by Egan (1975) to see if you are conveying respect.

Checklist - Conveying Respect

1. Did you behave in a caring, nonsentimental way toward the student?
2. Were you effectively communicating with the client?
3. Did you treat the student as unique?
4. Did you refrain from making judgments about the client?
5. Did you convey respect for the student's resources?
6. Did you refrain from providing simple answers?

If after reviewing your tape you feel you were conveying respect at satisfactory levels, proceed to the next section. If you feel you need more work on these skills, make one or two short tapes with students and

concentrate on the six criteria listed in the checklist. While this practice will help you, the most important part of respect is your belief in its necessity. If you do not really internalize the philosophy behind the concept, you will not be very effective in communicating it to your students.

I. 10 Is overtly responsive.

S.5 Maintains positive eye contact.

S.6 Maintains physical attending behavior.

S.7 Maintains verbal following behavior.

S.9 Utilizes nonverbal behavior to encourage student self-exploration.

S.10 Utilizes minimal verbal responses to encourage student self-exploration.

* S.13 Conveys to the student that the counselor is truly being him/herself in the relationship.

Freud popularized the notion of the therapist as the cool, analytic individual who kept him/herself out of the relationship. In fact, he actually sat out of the patient's line of vision. Beginning with Rogers, however, the profession of counseling has done an almost complete about-face on this issue. The conviction held by most individuals in the field, backed by a great deal of

supportive research, is that the counselor needs to be an active participant in the counseling process. This participation is particularly important in the middle and later stages of counseling.

You will note that being overtly responsive includes many of the skills (S.5, S.6, S.9, S.10) that have been discussed in earlier sections of this module. You will recall that these skills focused on attending behaviors and on actual response patterns of the counselor. Being overtly responsive goes beyond those skills and includes what can best be termed a frame of mind of the counselor. The heart of this frame of mind is set out in skill S.13:

> Conveys to the student that the counselor is truly being him/herself in the relationship.

Rogers and Truax (1967) described this behavior or frame of mind as congruence. They stated that congruence:

> means that the therapist is what he is during the encounter with the client. He is without front or facade, openly being the feelings and attitudes which at that moment are flowing in him (p.101).

Carkhuff and Berenson (1967) refer to the same skill as genuineness and they define it at its deepest level as

the counselor being:

> freely and deeply himself in this relationship with the second person; he is completely spontaneous in his interaction and open to experiences of all types....(p.6).

In short, an effective counselor is one who does not put on his/her counseling role when he/she enters the counseling relationship. Rather, he/she is an individual whose life style is characterized as open and helpful to others. Counselors who attempt to put on a "counseling role" once they enter a counseling relationship are doomed to failure.

Egan (1965) lists four behaviors which are characteristic of a counselor who is truly him/herself in the relationship: spontaniety, nondefensiveness, consistency, and self-sharing.

Spontaneity means that the counselor does not feel a need to think carefully about everything he/she does or says in counseling. Many counselors become so technique-conscious that they are unable to act in a free fashion. They are like a dancer who has learned the steps but has not learned to experience the dance. While being spontaneous is important, this quality does not give the counselor the right to say or do things that will hurt

the client. You should always remember that counseling is for the student, not for you. A counselor might be spontaneous in telling a client, "You look terrible today," but he/she is probably not being helpful to the client.

Nondefensiveness means being able to accept your own humanity. You are aware of your general strengths and weaknesses and you are also aware that you may not always meet the needs of every client and he/she will sometimes have some legitimate negative feelings which he/she will express. You, as the counselor, need to respond to those statements for what they are.

EXAMPLE

Client: I thought you were going to help me and you aren't doing anything.

Defensive Response of Counselor: Don't get angry with me. I'm trying to help.

Nondefensive Response of Counselor: You feel I'm not helping at all. Let's look at that for a while.

The first response doesn't respond to the client's feelings at all. This counselor simply threw up a wall by saying in effect, "I don't care what you are feeling,

I'm trying." In the second response, the counselor is open to the feelings of the client and is willing to examine them.

Consistency means that the counselor behaves in similar fashion throughout any particular session and across sessions. Being one's self in counseling leads to consistency. Trying to play roles in counseling leads to inconsistency.

Self-sharing means that you are willing to share your own inner feelings with clients as it is appropriate. The criteria of appropriateness means, will your sharing help the client resolve his/her concern? If you feel it will, then it is appropriate; if not, then you are just laying your feelings on someone else to meet your needs, not the student's.

Because this skill is more a frame of mind than a specific skill that can be learned, there are few specific exercises that you can complete to help you learn the skill. Instead, you must really examine yourself in terms of whether you are really yourself in counseling. The following two exercises may help you in this area. The first is specifically designed to help you look at your total behavior; the second focuses on responding in a nondefensive manner.

Exercise 1: Ask a professional colleague who knows you very well to listen to the two tapes you made prior to this section of the module. Please keep in mind the confidential nature of the tape. After the individual has listened to the tapes, ask him/her to relate to you what incongruities he/she heard in your behavior. The essential question is, did he/she sense your being yourself or had you put on a professional role that was really not you? Obviously, the individual you choose to help you with this exercise must be one who will keep the material on the tapes confidential and one who will give you honest feedback.

Exercise 2: Ask two individuals to participate with you in this exercise. Ask one of the individuals to be an observer. The other individual is to present you with a series of statements such as given as an example under the section on nondefensiveness. After each statement you should respond verbally in a nondefensive manner. After each exchange the observer and the "client" should give you feedback as to the appropriateness of your response. The observer and the "client" may switch roles after each exchange. Continue the exercise until you feel able to respond to most client remarks in a nondefensive

fashion.

I.11 Maintains objectivity throughout the session.

S.14 Encourages the student to be concrete and is him/herself concrete.

S.15 Encourages the client to focus on the area of concern.

Counseling, if it is to be more than the kind of session that a lonely drunk has with his/her bartender, must go beyond the outpouring of feeling often referred to as catharsis. Up to this point, the skills we have examined have been ones which should facilitate catharsis. While many of these earlier skills can also assist the student to go beyond the simple outpourings of feelings, the skills in this section are the first ones which have as an emphasis helping the client begin to focus on what the specific problem is and, more importantly, what can be done about the situation. In common language we might say that these are skills to help the student get down to "brass tacks."

S.14 Encourages the student to be concrete and is him/herself concrete. Most individuals at some time during their lives have experienced a sense of vague or diffuse anxiety. Think about a time in your life when you experienced such a feeling. You felt slightly

anxious about something which you just couldn't put your finger on. In that situation you probably found it very difficult to get rid of the anxiety until you had pinned down exactly what it was you were anxious about. In effect, you were unable to resolve the situation until you became concrete about what was troubling you.

Students will most often come to you with vague generalized concerns such as diffuse anxiety. One of your primary goals is to help them become more concrete about their concerns. It is very difficult to help a student make specific plans for resolving a concern when neither of you knows exactly what you are planning for. Vague problems, if left vague, lead to vague solutions.

In order for you to help your students become concrete, it is necessary that you learn to be concrete. One way to accomplish this is by learning how to correctly identify specific feelings of your client. A second way is to force the client to be specific. A third way is to learn how to be very specific in your own responses. It may be helpful to examine a typical client statement to illustrate these procedures. If a client says to you, "I am upset over the whole situation," he/she is being vague and you need to help him/her be more concrete. The key words in the statement are <u>upset</u> and <u>situation</u>.

In both cases the words are vague and could mean many different things. Upset may mean somewhat angry, very angry, somewhat hurt, very hurt, or many other feeling states. While there is some similarity in the way people use feeling words, there are many more idiosyncratic ways. You as the counselor must try to help the client zero in on the actual feeling. In order to be able to do this you must first of all possess an excellent feeling vocabulary. Second, you must be able to tune in on all the nonverbal clues as to what the client means through the use of certain words. These include tone of voice, inflection, gestures, facial expression, and the context in which the word is used. Given these cues, you try to reflect to the client a more concrete or precise description of what he/she is feeling.

The second key word in the student's statement is the word, <u>situation</u>. Just as with the word, upset, the word, situation, is very indefinite. When the client uses such words, the counselor must ask the client to clarify what is meant. Often we can combine the objective of making the expression of feeling more concrete with trying to get a more concrete idea of what is meant by words such as situation.

EXAMPLE

Client: I am upset over the whole situation.

Counselor: (a) You seem really angry about what is going on.

(b) Could you tell me a little bit more about the situation?

In this example, the counselor has determined from the nonverbal cues that the client is really angry. The counselor concretely identifies the feeling being expressed by the client. This (a) part of the statement may be enough to trigger the client into being more concrete about the "situation." If not, the (b) part of the statement can be added in order to gain clarification about what the situation is. This example illustrates that it is most important to identify correctly the feelings of the client, as this identification alone will often lead the client into a fuller explanation of the original statement. If not, it is very simple to add the (b) part of the counselor response. Another example may help illustrate the point.

EXAMPLE

Client: My parents are always hassling me (said in a slow, pained voice).

Counselor: (a) It really hurts when your

parents get on your back....
(b) Could you be a little more specific about how they hassle you?

Here again the counselor identified more concretely the feeling being expressed and then paused to see if the client would continue. If the client did not, then the (b) part of the statement could be added.

The third way to help clients be concrete is for you to be concrete. Essentially what is involved here is your thinking about what you are going to say before you say it. If you don't do this, the tendency is to do your thinking out loud, which often leads to very long, vague responses on your part. Thinking about what you are going to say before you say it will seem a little awkward at first, but with practice such thinking will occur automatically and will make your responses much more concrete.

EXERCISES

Exercises for S.14

Exercise 1. First make a 15-minute typescript of one of your tapes. The typescript should be written out and include everything both you and the client said during that 15 minutes. Next, examine each of your responses one at

a time in terms of

a) Did you respond to the feeling being expressed by the client in concrete fashion?

b) Did you help the client become more concrete about what he/she was saying?

c) Was your response concrete?

If, in the original response, you did not do a, b, and c, rewrite your response in such a way to include a, b and c. Do this for each of your responses.

Exercise 2. Select a friend to help you with this exercise. Have him/her present to you a series of statements, each with some feeling being expressed. After each of his/her statements, choose one feeling word which you feel best captures the feeling he/she was expressing. Check it out for accuracy with your partner. Continue these exchanges for 15-20 minutes.

Exercise 3. Write down ten statements which describe your feelings in various situations over the past week. For example, "Things just didn't go well on Monday." After writing all ten statements, go back and rewrite each statement in more concrete terms. Example, "My boss was angry because I didn't get a report done; I forgot two appointments; and my husband was mad because dinner was late."

Exercise 4. Select a partner to help you with this exercise. Give him/her the same directions as in Exercise 2. This time after each of his/her statements, wait 30 seconds, think about what you are going to say, and then give him/her a concrete response which captures the feeling and forces him/her to be more concrete about what he/she said. Continue these interchanges for 10-15 minutes.

S.15 Encourages the client to focus on the area of concern. Often students will have a tendency to move away from discussing what they are concerned about. This tendency is often a defense against the painful feelings caused by the concern and their own insecurity as to whether they can deal with the problem. Early in counseling rambling away from the topic is more permissible because you are not sure exactly what the concerns may be. As counseling progresses and the concern becomes more in focus, you need to keep the client from utilizing these avoidance behaviors. The following are two suggested ways of accomplishing this. You may think of more. In doing either one of these techniques, you must be careful you do not put the client down.

The first way of refocusing the client on the topic when he/she goes far afield is to claim confusion on your part.

EXAMPLE

John, I am a little confused here. I'm not sure I understand what this has to do with what we have been discussing for the last.....

With such a statement you are putting the burden on the client to relate what he/she is talking about to the major area of concern, but you are doing it in a way that does not put the client down.

A second, more confrontive way, is when the client has repeatedly gone away from the area of concern everytime the two of you get very close to the core of the matter. If the first procedure has not worked, you then may need to say something like the following:

1. John, every time we begin talking about your relationship with your father we seem to start talking about something else.
2. John, I wonder what's happening here. Every time we seem to get close to something, you seem to move off in another direction.

The whole point of these techniques represented by skill S.15 is that no resolution of the concern can occur until

the client has fully discussed the situation. While there are no specific exercises to help you learn this skill, constant awareness of the need to keep clients focused on their areas of concern in your own counseling should help you improve.

Both S.14 and S.15 are skills which are designed to help both you and your client maintain necessary objectivity in counseling, first by helping you both clearly identify what the area of concern is, and then by keeping the content of the session focused on that concern.

I.12 Helps student explore his/her concern

S.16 Conveys to the client the need for the client to fully explore his/her situation.

This indicator is the culminating indicator in the commitment phase of counseling. More than anything else, it is a measure of how effective you have been. If you have been effective in utilizing skills S.1 - S.15, then it is highly probable that the client has engaged in the exploration of his/her concern. The one additional skill listed with I.12 is the ability of the counselor to convey to the client the need for the client to fully explore his/her situation.

The key additional element represented by S.16, given that skills S.1 - S.15 have been effectively utilized, is

patience on the part of the counselor. A common mistake of inexperienced counselors is to move the client toward the resolution of the problem as first presented before either the client or the counselor fully understands all the ramifications of the problem.

Students often come to the counselor without a full understanding of all the factors involved in their problem. Consequently, you as the counselor must help them become aware of all the factors which are impinging on the problem. If you help them to achieve a resolution before understanding all the factors, you are likely to have helped them achieve only a partial solution at best and, at worst, no real solution at all.

In order to be sure that you have helped the client fully explore the situation, you first need to analyze the presenting problem in terms of what factors might impinge on the situation. Then make sure you and the client have explored each of those areas in relation to the problem as presented. As a general rule, for example, there are three main factors which may be related to student concerns; parents, peers, and school faculty. For many students a fourth factor may be the environment. This is not to say that these are the only factors, nor that these four factors will be involved with all student

concerns, but you need to be sure that they, or others, are not involved before you and the student move into the last stage of counseling and begin considering alternative ways of resolving the concern.

EXERCISES

Culminating Exercise for I.7 - I.12. Make two tapes with students you are currently seeing. The tapes should be completed with students who are in the process of exploring their concerns. Thus they should not be tapes of either an initial session or a terminating session. The sessions should be of normal length.

After each session and before you do the next one, give your client the sheet entitled, "Client Feedback III" (p.81). and ask them to fill it out. Meanwhile, you should listen to the tape of your session and fill in the form entitled, "Self-Observation III." (p.83). After you both have completed your forms, get back together and discuss the session, noting what you did appropriately and what you need to improve upon, proceed to the next training session. This exercise will be most productive if you space the two interviews over a two-day period.

If after completing these two interviews you are still receiving ratings between 1-4, reread the material

Client Feedback III

Counselor_____School_____Date_____

After completing your "role playing" session with the counselor, please complete the following evaluation. It is of utmost importance to the counselor that your rating be as accurate as possible. Please look at each item carefully and rate it independently of any of the other items. After completing the form you will be asked to discuss this rating with the counselor.

The counselor

1. Made me feel at ease.

1	2	3	4	5	6	7
Not sufficiently						Very much

2. Made the purpose of our session clear.

1	2	3	4	5	6	7
Unclear						Very clear

3. Maintained good eye contact with me.

1	2	3	4	5	6	7
Very seldom looked directly at me						Excellent eye contact

4. Had nonverbal behavior which indicated an interest in me.

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to what I said.

1	2	3	4	5	6	7
Inattentive						Attentive

6. Knew the feeling I was experiencing.

1	2	3	4	5	6	7
Did not understand my feelings						Really understood my feelings

7. The counselor let me take the interview where I wanted to go.

1	2	3	4	5	6	7
He/she directed						I directed

8. The counselor gave me plenty of time to respond.

1	2	3	4	5	6	7
Frequently interrupted						Did not interupt

9. The counselor's nonverbal behavior encouraged me to go on.

1	2	3	4	5	6	7
Discouraged						Encouraged

10. The counselor facilitated my discussing my feelings about the problem.

1	2	3	4	5	6	7
Hindered						Facilitated

Self-Observation III

In counseling_____

I, the counselor,

1. Put the student at ease.

1	2	3	4	5	6	7
Not sufficiently						Very much

2. Made the purpose of the session evident to the student.

1	2	3	4	5	6	7
Not evident						Very clear

3. Maintained good eye contact with the student.

1	2	3	4	5	6	7
Very seldom looked directly at him/her						Excellent eye contact

4. Maintained positive physical attending behavior.

1	2	3	4	5	6	7
Distracting behavior						Open behavior

5. Really listened to the student.

1	2	3	4	5	6	7
Inattentive						Attentive

6. Was attentive and used verbal following behavior.

1	2	3	4	5	6	7
Did not use						Did use

7. Used silence and "minimal encouragers to talk" appropriately.

1	2	3	4	5	6	7
Could not maintain silence						Used "wait time" well

8. Allowed student time to respond.

1	2	3	4	5	6	7
Interrupted						Did not interrupt

9. Used nonverbal methods to encourage student to talk freely.

1	2	3	4	5	6	7
Discouraged						Encouraged

in this section of the module and/or one of the texts suggested earlier and then try two more interviews with different clients. If your ratings are consistently above 4 for both of the interviews, you are ready to proceed to the next section of the module.

III. Behavior Change Stage

I.13 Helps student establish goal.

I.14 Helps student explore alternative solutions.

I.15 Gives clear and accurate information.

I.16 Allows students to make decisions in due time, does not push the student into premature decision making.

I.17 Uses an appropriate method of closure for the session.

This last stage of counseling is perhaps the most critical stage. Often students who have moved through the first two stages experience more positive feelings. There is something inherently positive in simply sharing and exploring a problem with another individual. Because of this positive feeling, students and inexperienced counselors often will terminate counseling at this point. While this may be satisfactory in some few cases where all the client needed was to express some emotions, in

most cases it is unfortunate because the student has not been helped to make any plans for implementing behavior change. It is to that process that this last section of the module is devoted.

I.13 Helps student establish goals.

S.17 Conveys to the student the need to crystallize problem(s) in concrete and workable terms.

S.18 Conveys to the student the need to establish goal priorities.

In helping the student establish goals, the counselor will want to reflect on the purpose...as established in the engagement stage of the counseling process - - - of the interaction. This purpose can be very useful in working toward establishing goals for behavior change.

EXERCISES

Exercise: Prior to beginning this section of the module, write down ten typical student statements of problems, i.e., I want to feel better about myself.

S.17 Conveys to the student the need to crystallize problem(s) in concrete and workable terms. This skill is quite obviously related to the work done under I.12. If you have not been successful in helping the student really explore his/her concern, it will be very difficult to get

him/her to crystallize his/her problem and put it in workable terms. To help examine this process, let us use the example problem statement given in the exercise you completed prior to beginning this section of the module:

"I want to feel better about myself."

While this is a rather typical problem statement, it is neither concrete nor really workable. What does the individual really mean by the statement? If you have really helped him/her explore his/her concern (I.12), then you are likely to know such things as:

"I want to know how to make friends."

"I want to be able to make or get dates."

"I want to improve my physical appearance."

"I want to obtain better grades."

"I want to feel at ease at parties."

All of these statements could be factors in the individual's original problem statement, "I want to feel better about myself." Yet, each has the advantage of being more concrete and more workable. It is also true that some of these statements may be part of an individual's concern about feeling better about him/herself, but not true of the way other people view him/her. For example, one individual may be concerned about looking better, but

ACT: RIVER CITY MODEL

The ACT publication River City High School Guidance Services: A Conceptual Model presents a needs assessment instrument designed for students. With modification it could be used with administrators, teachers, and parents. It consists of 60 items for each of which the student indicates (a) the strength of that need and (b) how well the need is being met. The needs are grouped into the following 17 categories:

1. Understanding and accepting self.
2. Developing responsibility for self.
3. Understanding others.
4. Being understood by others.
5. Relating to others.
6. Clarifying values.
7. Assessing self.
8. Understanding sexual identity.
9. Understanding other student's identities.
10. Making decisions.
11. Developing career awareness.
12. Exploring careers.
13. Selecting courses and making educational plans.
14. Making plans beyond graduation.
15. Planning careers.
16. Finding jobs and careers.
17. Understanding the guidance program.

CHERRY CREEK HIGH SCHOOL

The Counselor Accountability Project at Cherry Creek High School in Englewood, Colorado, conducted an extensive needs assessment, involving students, parents, teachers, counselors, and administrators (Gearke, 1975). The needs statements were grouped in four categories. The top needs in each area were as follows:

EDUCATIONAL AND LEARNING

1. I need to increase my ability to work in tough situations, where there are deadlines, competition, and failure possibilities.
2. I need to know how to study better.
3. I need to feel more comfortable in class discussions.
4. I need to overcome my feelings of boredom in class by finding the parts of my schoolwork in which I can become interested.
5. I need to find better ways to concentrate on my school work.
6. I need to know more about my ability and how well I can expect myself to do in different classes.
7. I need to improve my skills in English, such as skills in writing, note taking, speech and vocabulary.
8. I need to try ways of improving my grades.
9. I need more opportunities to discover if other people see things differently or the same as me.
10. I need to be more familiar with school personnel that can assist me with various concerns that I may have.

PRE- AND POST-GRADUATE PLANNING

1. I need to learn more about the requirements of colleges, universities, and other training opportunities.
2. I need to understand how my abilities and interests match together.
3. I need to know what I can do now to prepare for work that I want to do in the future.
4. I need to be able to see a counselor about problems involving planning for my educational and vocational future at the time of the problems.
5. I need to know about national programs such as CEEB, PSAT, SAT, ACT, and NMSQT for college entrance and scholarships.
6. I need to develop plans which will help me reach my educational and occupational goals.
7. I need to consider more than one alternative for what I should do after high school.
8. I need to know what jobs are available to me.
9. I need to discover the basis for judging myself.

INTERPERSONAL

1. I need to have more confidence so I can be at ease with other people.
2. I need to have at least one person I can be close with.
3. I need to accept criticism better.
4. I need to speak up for myself - to be more assertive when the occasion demands.
5. I need to stop worrying about what other people think about me.
6. I need to learn how to meet new people.

7. I need to know how people feel about me.

8. I need to express myself to others more openly and freely.

9. I need to be more involved as a member of groups.

INTRAPERSONAL

1. I need someone to talk to when personal problems arise.

2. I need to be more satisfied with my life, my achievements, and myself.

3. I need to be more skillful in making decisions and solving problems.

4. I need to earn more money.

5. I need to get less "up tight" when things go wrong.

6. I need to save money for the things I need.

7. I need to get in touch with my feelings and understand how feelings affect my behavior.

8. I need to set goals so I can stop drifting along with no particular purpose in life.

9. I need to know more about myself.

APPENDIX III

GATHERING INFORMATION AND SUMMARIZING CLIENT NEEDS

GATHERING INFORMATION AND SUMMARIZING CLIENT NEEDS

by

Michael J. Gimmestad

In addition to the kinds of information which are generally a part of your regular information gathering process there are a variety of kinds of information that you might attempt to obtain through the needs assessment process. Generally it is of extreme importance to spend a fair amount of time deciding what kinds of information will be most useful to you, and from whom you will obtain this information. The variety of publics which you serve all have some interest in your program and some important information for you. The nature of information requested from your students, your former students, faculty, administration, and parents is of such a broad variety that a major task for you is to limit the kinds of information that you will ask for. Most people who have conducted extensive needs assessment surveys have indicated that the most important and valuable information has come from their current and former students. It will be wise to consider the relative weight that you will give to the various sources of information. In an extensive needs assessment survey conducted at Cherry Creek High School in Englewood, Colorado, the information obtained from the students was

given twice the weighting as any information obtained from adults in setting program priorities. You will need to determine for yourself, in your school setting, what relative weight to give to information from various sources. You will need to make decisions about how you will gather information. Among the variety of ways of gathering information are the use of questionnaires, surveys, rating scales, and interviews. For the individual conducting a needs assessment the easiest means of gathering information is to request people to respond to something in writing--to send out a survey or a questionnaire, and to ask people to respond and to return the instrument to you. The most difficult means of gathering information in terms of time and energy that is consumed is that of conducting interviews. Interviews have been found to provide some of the most valid and useful information. Obviously, it provides the most opportunity for clarification, to ask questions about what somebody means by a statement they made. It provides the opportunity to negotiate any misunderstanding until there is a clear-cut understanding of what is intended. This is a very lengthy and time-consuming process, and it also provides information to you in ways that are not easy to categorize as answers to questions on a rating scale or survey. George Hill of Ohio University has found after conducting a number of student surveys that students'

response on questionnaires generally provide valid and useful information. He has also found that information that is obtained from parents and from people who have been out of school for quite some time tends to be less specific and less useful. Nonetheless, he endorses fully the use of parent surveys, if for no other reason than to keep them informed about your guidance program and your interest in their concerns about their children. This is not to imply that including parents in needs assessment is only a public relations effort. It does indeed provide some useful input to a needs assessment, but one ought to be warned in advance that the information will probably not be as useful as the information obtained from the students. There are several factors that will influence your decision on how to gather information. You probably cannot commit the kind of staff time that would be required to engage in extensive interviewing of students, faculty, administration, and parents. You might want to interview a sample of such people, but it ought to be obvious that the kinds of resources that are required to interview <u>all</u> of your publics are out of question. You ought to give thought to the design of locally useful paper and pencil instruments. There are a variety available for you to survey, including several that are included in the appendixes to this module. It has been found to be extremely

important for paper and pencil instruments to reflect your local situation. That is not to say that you shouldn't use an already existing instrument. Indeed, there is no sense in "reinventing the wheel", but it is important that you review any existing questionnaires or instruments very carefully and determine whether it will be necessary for you to make changes or revisions to be appropriate for your local community. If you design your own local questionnaire, you ought to set up a trial run with a representative group of students or parents. A pilot effort with a questionnaire will give you an opportunity to examine your instrument to determine whether there are any items that are vague or that have multiple meanings which will not yield the kind of useful information that you require. Good questionnaires are difficult to prepare and poor questionnaires are very easy to produce. There is some strategy basic to maximizing the involvement and commitment of people to whom you will submit questionnaires. Of particular importance in getting cooperation from your staff and students is involvement of representatives from their groups in the preparation of your needs assessment instrument. A good strategy for maintaining involvement along the way is to create a committee to help you plan your needs assessment. The identification of a handful of people who are interested in participating in

needs assessment will help you to not only prepare and plan most effectively, but will have the added advantage of creating commitment from among your client groups--people who will spread the word with other staff members and students and will help spread the interest and commitment.

You need to make plans as to what you are going to do with the data before you ever ask people to complete the questionnaires. Sometimes the way in which you construct a questionnaire or a structured interview format will depend on how you want to analyze and summarize the data when you have received it. If you are conducting a fairly extensive paper and pencil kind of needs assessment, then direct your thought to the possible use of electronic data processing. If you have access to a computer, and particularly if your school system utilized computerized records, you ought to consult with a representative from your data processing unit before you construct your questionnaires. Extensive data gathering will result in a considerable amount of staff time being spent in analyzing and summarizing data. If the time involved can be shortened through the use of electronic data processing, you would be foolish not to take advantage of it. If you do not have access to electronic data processing, then you ought to give careful thought to keeping

your questionnaires as short as possible, avoiding complicating your questionnaire with the thought in mind that people are going to have to hand-score and summarize your returns. Summarizing data that you get upon return of questionnaires tends to be facilitated if you have plans for categorical summaries. Students' data can be summarized in a variety of ways. The needs assessments and instruments that have been referred to in the appendices in this module include the ACT River City materials, which separate student needs into 17 categories. Also included are materials from Iowa State Department of Education which have separated student needs into four categories, and the Englewood, Colorado, Cherry Creek High School Counselor Accountability Project also uses four categories. You ought to think in terms of any kinds of breakdown of data which might be appropriate for your school on the basis of sex, grade level, race, socio-economic status, and post high school plans. It could be quite revealing to identify differences between males and females, college bound and non-college bound, and other such categories of students. Planning ahead for the kind of summary that you plan to do is extremely important and you must do this before you send out the questionnaires. You ought also to plan, in preparing for your summary, what kinds of ways you can feed in student data which already exists in your school records.

Any such decisions about categorical summaries should be made before tabulations, if sensible analysis and results are to be possible.

APPENDIX IV

SAMPLE CRITERION-REFERENCED EVALUATION INSTRUMENT

SAMPLE CRITERION-REFERENCES EVALUATION INSTRUMENT

The following is a sample of a brief evaluation instrument which might be completed by high school students. Two types of information are elicited: whether the respondent believes the guidance program should provide this service, and how well the objective has been met.

GUIDANCE SERVICES EVALUATION

Directions: Your assistance is requested in helping us to evaluate the effectiveness of our guidance program, and to identify ways it can be improved. For each item below, you are asked to make two judgements. First, whether the guidance department should offer assistance in the area mentioned, and second, the extent to which you have met the goal mentioned in each statement. For the latter you are asked to circle the most appropriate response to the statement, as follows: VW, very well; S, somewhat; U, uncertain; P, poorly; N, not at all.

Should the guidance program assist in meeting this goal?				How well have you met this goal?
Yes	No	Uncertain		
			1. I need to identify my abilities and interests.	VW S U P N

Should the guidance program assist in meeting this goal?				How well have you met this goal?
Yes	No	Uncertain		
			2. I need to develop educational plans which are consistent with my abilities and interests.	VW S U P N
			3. I need to identify several alternative plans for when I leave high school.	VW S U P N
			4. I need to develop the ability to solve problems with other people.	VW S U P N
			5. I need to clarify my personal values.	VW S U P N
			6. I need to become aware of how other people see me.	VW S U P N
			7. I need to learn how to meet people more readily.	VW S U P N
			8. I need to learn to work effectively in groups.	VW S U P N
			9. I need to learn to work effectively under pressure.	VW S U P N
			10. I need to learn to study effectively.	VW S U P N

APPENDIX V

SEQUENTIAL STEPS IN DOING RESEARCH

SEQUENTIAL STEPS IN DOING RESEARCH

by

Michael J. Gimmestad, Ph.D.

The purpose of this presentation is to present an eight-step process for school counselors to conduct research. This process does not require considerable research expertise, either in the design of research projects or in sophisticated statistics. Rather, it is a step-by-step process which is appropriate for either a very simple study or an extremely complex one.

The first step in undertaking research in an educational setting is the recognition of a need for information. In any setting there is a constant and continued need for information about the adequacy of the approaches being used, the most pressing needs of students, characteristics of students, and so on. The first step in initiating research is simply to determine the kinds of information that you need, either to justify present practices or with which you might develop more effective and more functional practices. It works both as a means of checking on whether you are accomplishing what you are about, as well as helping you to identify areas in which you need to place more emphasis.

The second step is simply to read. Survey the literature pertaining to the area which you are investigating.

If you are conducting research dealing with questions which are being asked in other settings as well, it will pay to find out what has already been done. If you can find that somebody else has conducted a study similar to the one that you are considering, you may already find good answers to your questions. If you are designing a study which is clearly local in nature, and dependent upon the characteristics of your unique population, it will still pay for you to do a literature check in order for you to find out what kind of methodology other people have used to address the same questions in their settings. You may find questionnaires that are already designed that will be particularly helpful to you, or you may find that you will wish to communicate with an author of an article who has conducted a study similar to the one that you are about to undertake.

The third step in conducting research is to identify as specifically as possible the nature of the information desired, or to put it technically, the formulation of the specific research problem. In other words, what is the question that you are asking--what are you trying to find an answer to?

The fourth step is to determine the kind of information that you will need in order to adequately address your research question. What kind of information? What

kind of data? From what sources will you need to collect? This step might be a very simple one, requiring a listing of questions for which answers are needed, or in a more complex study it may involve the development of research hypotheses. You are encouraged to examine some of the recent articles which have appeared in the counseling literature, particularly those by Burck and Peterson, and by Oetting to examine some of the new ways of looking at research in our field. There has been considerable interest recently in designing research approaches which are more relevant to the practitioner and less tied to very rigidly controlled experimental designs. Some new and exciting things are happening in this area, in what Oetting calls "evaluative research".

The fifth step involves deciding your procedures for collecting and analyzing the needed information. You have to determine what kind of sample you are going to use--whether you are going to obtain information from everybody possible, or whether it's going to be a representative sample, or a random sample. You need to decide on any instruments or other data collecting tools, and you need to very tightly line up your procedures, so that once you have started your project you have a plan to follow.

The sixth step is the actual collection of the

information that you have decided on. The seventh step is processing the information you have obtained, and analyzing the data. Put the information which you have obtained through a predetermined process of analyzing and synthesizing. This may or may not involve statistical treatments--that is dependent upon the particular design that you developed. And your last step in doing research involves interpreting your findings and drawing conclusions. This is very similar to recording the results on your student needs assessments. You will need to attempt to relate your findings to the original questions that you have asked, and to present your findings in a way that addresses the various audiences and publics to whom you are presenting the results. Doing research need not be a complex and mysterious process. Most of you are currently doing research--the only thing that is probably not being done too well is to follow a systematic pattern. All that needs to be added is to very clearly formulate your questions, to follow your procedures in the way that insures that you have a degree of validity to the research that you are doing, and to systematically analyze and report your findings.

APPENDIX VI

REPORTING ON STUDENT NEEDS

REPORTING ON STUDENT NEEDS

by

Michael J. Gimmestad, Ph.D.

At this point we are assuming that you have completed a needs assessment and have summarized your data. Now comes the task of reporting your findings regarding student needs.

There are several key factors that must be considered in preparing such a report. The primary and most important factor is knowing your audience. It is conceivable that you could be preparing a report on student needs for a variety of audiences, such as your school administration, your school guidance committee, or the faculty, students, or parents. You will probably want to make your report somewhat different for each of these audiences. In preparing your report you ought to give consideration to the purpose of your reporting to this group. What information is important that you relay to this group? What information will be useful to them? What information will be understandable to them? And also, you must consider what information would most likely be misunderstood by them.

First, let me deal with the most detailed kind of report, that of the comprehensive written report which

would probably be used by your school administration and by your guidance committee. It is important to provide considerable detail on how you went about doing your needs assessment. You should indicate why you made the decisions you did about the kind of information that you wanted to gather and why you chose the particular procedures that you used. You must relate to your readers how you set about your business and why you did the things you did. Provide sufficient detail in your data summaries. Provide tables of the various categorical breakdowns that you made. Describe the content of the tables in your narrative, providing a written summary as well as your tabular data summary. The detailed information which you can provide in your written report is extremely important to your administration, your guidance committee, and your guidance staff in developing objectives for your program, in making the difficult decisions about setting priorities, and also in your program evaluation and any follow-up studies you might conduct.

A second kind of report might be made to your school staff. Most teachers receive more written memoranda than they know what to do with. Therefore, it is questionable how useful it will be to provide a written report to your faculty. Generally, I would make the suggestion that a brief written summary be prepared for distribution to all

of your staff, and that a complete written report be made available for them to consult as they choose. Beyond the brief written report to all staff members it is generally useful to present a brief oral report to your entire faculty. It is probably most useful to distribute your brief written summary to the faculty at the time that you make an oral presentation to the staff. It is generally advisable to keep your presentation short, to present the most significant summary information that you can, to use visual aids, and to address yourself to implications that you see for referrals by teachers to the guidance and counseling staff, for classroom guidance activities, and for teachers and counselors together working with parents.

The third kind of report on student needs would be that of information to be presented to the parents. Again in this category I will recommend two types of reports. I recommend a brief summary that will be sent out to all parents. This should be kept very brief, with educational jargon minimized. You can't possibly prepare a written report that will be addressed to the appropriate level of all of the parents, so aim for an appropriate middle ground that will maximize the likelihood of a broad variety of parents understanding your report. The second kind of report to parents that I would very strongly encourage is that you make arrangements to be on the

program at a regular meeting of your parent-teacher organization. Again, as in the report to the teaching faculty, a brief oral report touching on the most significant findings and the most significant implications, and use of visuals is emphasized. This has a variety of purposes, one of which is to help parents understand what you have found out about student needs, and of course a secondary objective is public relations--to help parents to understand more about the guidance program.

The fourth kind of reporting which might be considered is one that calls for you to work closely with your school principal. This area is that of release of information reporting on student needs to the general public through the news media. You should consult with your principal to determine whether there would be benefits to your school through the drafting of a brief report for the newspaper or by inviting a local television news staff to come out and meet with you and give them a very brief report on your project. As with any report writing there are a few general tips. Use the resources that are available to help you prepare the best report possible. Outline your report. Write a draft of your report and have another counselor or colleague review it to help you with your style, your grammar, and help

particularly to find ways to make the report as clearly understandable and interesting as possible. Use of your school media personnel and art personnel ought not to be overlooked in preparing any visual materials for presentation in public meetings.

APPENDIX VII

MONITORING AND EVALUATING THE GUIDANCE PROGRAM

MONITORING AND EVALUATING THE GUIDANCE PROGRAM

by

Michael J. Gimmestad, Ph.D.

The process of monitoring and evaluating the guidance program involves essentially two parts: (1) collection of data and information about what is happening in the guidance program and (2) conducting the kind of analysis of information that will enable one to make decisions about how well the guidance program is meeting its stated objectives. It is most effective to deal with those separately.

Monitoring the guidance program involves a considerable amount of record-keeping on the part of the guidance staff. A great deal of this record-keeping is extremely important in being able to communicate to administrators and others just exactly what it is that the counselor does. It's important for you to design systems of data collection so that you can quite readily tell other people how many students you have seen, how many group guidance sessions you have conducted, how many parents and teachers you have consulted with, the nature of the activities that you've been involved in, and a variety of other categories of information. This process information is essential both to give an accurate

picture of what is being done by the personnel in the guidance program as well as to communicate to a variety of publics your role and function. People are impressed by numbers--that's reality. It's important to keep track of how many people you have seen, how many people you have worked with, and the variety of kinds of activities that you have engaged in with them. Keeping a log for each member of the counseling staff is a good way of starting this data collection. A variety of formats have been recommended in the literature and you are encouraged to review those and then design a categorical record-keeping system which is most useful for your school situation.

Evaluation proper of the guidance program goes beyond simply describing the activities of the staff and directly addresses the question of what difference has your activity made. In other words, so what if you have seen 20 kids this week--18 were for personal-emotional-social concerns. 1 for vocational planning, and 1 was educational planning? What difference has it made that they came to see you and that you spent 20 hours of professional staff time with those students. Guidance program evaluation, in order to be at all meaningful, must be based on stated objectives for your program. Your program can be validly evaluated on the prioritized

needs you have established. It is essential that the counseling staff take the initiative in conducting evaluation of the guidance program, evaluation not limited to external kinds of criteria, such as the number and amount of materials that you have in your file cabinets, or the number of square feet in your offices--the kinds of things that are typically found in standards for accreditation, for example. It's important that the counselors make sure that an evaluation of your guidance program be criterion reference, and the best way to insure that is to be involved in the total process of a systems approach to program development and evaluation. Insuring the continuity of the process all the way from needs assessment through program evaluation will have long range benefits for both your program and you as a professional.

APPENDIX VIII

SAMPLE OBJECTIVES

SAMPLE OBJECTIVES

An essential skill in planning an effective guidance program is that of translating identified needs into clearly defined objectives. The payoff for careful writing of objectives is twofold: first, program activities can be designed and implemented more systematically to respond to the identified needs, and, second, program evaluation can be accomplished in reference to predetermined criteria.

At a general level most school guidance programs would subscribe to a fairly common set of objectives. However, the unique characteristics of each school's population and its needs should result in a unique set of specific guidance objectives. A school should never adopt a published set of objectives without careful review to determine its appropriateness for their setting, and to identify unique objectives important for their setting which are not included in the published materials. With that caution in mind, the following is presented as a sample set of objectives for your consideration. The Iowa State Department of Public Instruction and the University of Iowa have developed a publication entitled Programmatic Development: Refocus, which presents a set of guidance objectives, organized within four domains,

as presented below:

EDUCATIONAL DOMAIN

Students will be aware of the school's physical plant and locations of service functions.

Students will be aware of graduation requirements.

Students will be aware of the curriculum alternatives.

Students will be aware of the abilities needed for effective functioning in each curriculum alternative.

Students will be aware of elective courses and extracurricular activities that are available.

Students will be aware of expected behavior in the school setting.

Students will be aware of their academic abilities and particular limitations.

Students will be aware of their educational interests.

Students will be aware of a curriculum that is consistent with their ability and interests.

Parents will formulate educational expectations for their children that are consistent with their ability and interests.

Students will decide on electives that are consistent with their ability, interests and future goals.

Students will decide on extracurricular activities that are consistent with their interests and abilities.

Students will develop an attitude to achieve their maximum potential.

Students will become competent in skills needed for achievement consistent with their ability.

Students will identify with and conform to the organized structure of the school community.

Students will take responsibility in meeting the demands (i.e. assignments, regulations) of school.

Students will effectively handle school frustrations.

Students will be able to express independent views in an acceptable fashion.

Students will demonstrate confidence in their educational goals.

Students will complete their chosen curriculum.

Students pursuing further education will be consistent with their measured abilities, past achievement and interests.

Students will be aware of how they are progressing in each class and how they could improve their work.

CAREER DOMAIN

Students will become aware of the training requirements and needed skills of occupations.

Students will become aware of the economic and social rewards of different occupations.

Students will become aware of the work and social roles expected of different occupations.

Students will become aware of the differences between necessary skills and expected role behaviors of different occupation levels.

Students will become aware of the concept of work in our society, the occupational structure and significant trends.

Students will become aware of their particular occupational abilities, interests and potentialities.

Students will become aware of their attitudes and emerging values toward various social roles and work roles required of different occupations.

Students will make tentative choices of an occupational area that are consistent with their interests and abilities.

Parents will formulate occupational expectations for their children that are consistent with their abilities and interests.

Students will identify occupational alternatives that are consistent with their abilities and stated interests.

Students will become competent in skills needed for their occupational choice and appropriate to their present developmental levels of ability.

Students will develop an attitude that maximum effort on work tasks is important.

Students will participate in a training/educational program that is necessary for entrance into their chosen occupation.

Students will participate in activities that are related to and expected in their chosen occupations.

Students will make the adjustments necessary to maintain consistent progress toward the achievement of career goals.

Students will have congruence between their chosen careers and their measured abilities and interests.

Students will acquire feelings of competence and adequacy in the performance of their chosen career.

Students will gain employment in a career which they have chosen.

Students will feel success in their employment.

Students will be judged competent by supervisors.

SOCIAL DOMAIN

Students will be aware of the social groups that are available or imposed upon them.

Students will be aware of the need to identify and affiliate with basic social groups.

Students will be aware of the need to have friends that are accepted by their parents and significant others.

Students will be aware of their responsibilities in the home.

Students will be aware of the grooming and other personal expectations of the social groups with which they are affiliated.

Students will be aware of attitudes and values of social groups with which they affiliate or which may be open to them.

Students will become aware of the skills needed for effective functioning in their social group such as cooperation, compromise, and respect for others.

Students will be aware of the differences in skills needed for effective functioning with each of their social groups.

Students will be aware of their ability to function within their social groups.

Students will be aware of their limitations in functioning in specific social groups.

Students will become aware of their personal characteristics that are related to social acceptance and harmonious interpersonal relationships.

Students will be aware of and differentiate among social roles appropriate to their sex.

Students will evaluate opportunities for social affiliation and choose social groups that are acceptable in their society.

Students will develop personal characteristics consistent with the expectations of their social groups.

Students will choose activities with an understanding of various life styles.

Students will become competent in skills that are needed for effective functioning in their social groups (family, peers and significant others).

Students will be aware of how to carry out responsibilities as a family member.

Students will affiliate and participate constructively in acceptable social groups that are satisfying to them.

Students will take initiative in handling their roles as family members.

Students will take responsibility in adhering to the standards of their social groups (family, peers, and significant others).

Students will be able to express independent social views in an acceptable fashion.

Students will have congruence between their personal values and the values of the groups with which they affiliate.

Students will place high priority on recognition and esteem by socially acceptable groups.

Students will demonstrate self-confidence in their social relationships.

Students will make contributions (consistent with ability) to social groups of which they are a part.

Students will actively seek new social experiences and adequately cope with them.

COMMUNITY DOMAIN

Staff members will know various social and business agencies within the community.

Staff members will know the appropriate referral procedures required by social service or business agencies.

Staff members will be aware of various community and service groups, and how these groups can assist students and staff members.

The community will be aware of student services available within the educational setting itself.

The community will be aware of those educational services which are also available to nonstudents.

The staff members will know about significant attitude and value formations held by the general community.

The community and staff members will understand concepts of students' rights within the educational and community setting.

Staff members will be aware of agencies and businesses which provide citizen and governmental services.

Community members will understand the specifics of educational and career opportunities.

The community will have an integral understanding of guidance functions within the larger educational setting.

The staff and community members will have an understanding of the developmental and preventative nature of a guidance program.

Staff and community members will understand specific counseling services available such as consulting and coordinating of relevant activities.

The staff and community will understand specific phases of the total guidance program such as orientation, appraisal, placement, follow-up, follow through, referral, and information services.

The staff and significant community members will be involved with the systematic planning, implementation and evolution of the comprehensive guidance program.

Staff and community members will understand the guidance programs as community oriented, serving graduates, preschoolers, dropouts and other community members.

The staff members will understand specific counseling services available in the development of guidance related curriculum in values clarification, decision making, life style analysis and others.

Community members, particularly parents will understand what services exist for school age and preschool children and how they can be effectively utilized.

Staff, students and community members will understand goals of the guidance program as focusing on an understanding of self and others, mutual respect, decision making, and increased responsibility for one's education, career social choices.

Additional resources for examining representative guidance objectives and for assistance in developing guidance objectives are listed below:

Amatea, Ellen. The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher. Tallahassee, Florida: Career Education Center, Florida State University, 1975.

Behavioral Objectives: A Procedural and Training Guide for the Development of Behavioral Objectives for Career Guidance. Research and Development Publication 118 B3, Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Columbus, Ohio: The Center for Vocational Education, 1977.

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